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ABSTRACT

A survey based on the American Library Association's "Standards for Library Services for the Blind and Visually Handicapped" (1966) was sent to 65 four year universities in Utah, Idaho, Wyoming, Colorado, New Mexico, Nevada, Montana, and Arizona. Libraries were asked how many blind patrons they had and what services and facilities were available to them. A second survey was administered to blind students attending Brigham Young University during the spring of 1974. Eleven students answered questions on the frequency with which they used the library and which facilities and media they preferred. Students rated existing services and suggested improvements and additions to service. An analysis of both surveys showed that full potential service to the blind is not offered by university libraries in the Intermountain West. Suggestions for improvement are provided. Copies of the questionnaires, a list of libraries surveyed, and a bibliography of literature cited in the discussion are appended. (KC)

ED102972

THE UNIVERSITY LIBRARY: A STUDY OF SERVICES OFFERED THE BLIND

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A Research Project
Submitted to the
Graduate Department of Library and Information Sciences
Brigham Young University
Provo, Utah

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In Partial Fulfillment
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by
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August 1974

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ABSTRACT

This was a study of services offered the blind or visually handicapped student in the university libraries of the states of Utah, Idaho, Wyoming, Colorado, New Mexico, Nevada, Montana, and Arizona. A portion of this study further examined the Brigham Young University library facilities for the blind and visually handicapped students.

To accomplish this two point objective, two questionnaires were administered. The first one, which dealt with facilities offered to the visually handicapped patron in the university library, was sent to sixty-five, four-year university libraries within the states previously cited. The second questionnaire was administered to blind students attending Brigham Young University. The results indicated services being offered by the university library in general were not providing for the full needs of the blind students. Some suggestions for improving such services were therefore offered.

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INTRODUCTION

Even with great twentieth-century medical breakthroughs, blindness is on the increase. Private and state schools for the blind, as well as departments for their special education, are reporting a rise in enrollment. The increase in both prevalence and incidence is not always appreciated for its impact on the educational, social, and economic life of the citizenry.

John Wilson, of the Royal Commonwealth Society for the Blind, indicated the current world blindness rate was 450 blind per 100,000 persons, making a total of 14 million people. He further estimated that by 1975, 18 million people would be blind, and by 2080 the number would reach 27 million.[1]

Drawing from the above statistics, some associations could be made as a means of comparison. According to the 1970 census, the population of the state of California was just over 19 million,[2] nearly the number of blind people who will be alive in 1975. Only those familiar with the congestion in the large cities of California can fully appre-

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[1]Richard E. Hoover, "Vision: The Most Valuable Sense," Wilson Library Bulletin 2 (May 1966): 818.

[2]U.S., Department of Commerce, Bureau of the Census, Characteristics of the Population 1970, 1:58.

ciate the significance of this comparison. If Mr. Wilson's projection holds true for the year 2080, the total blind in the world would approximate the combined populations of California, Colorado, Arizona, Utah, Nevada, New Mexico, and Oregon![1]

Until society reaches the point where blindness is nonexistent, it must strive to understand the problems and constantly seek better ways of integrating the blind into society. Ignorance and apathy on the subject should be done away with by systematic public education.

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[1]Ibid.

CHAPTER I

THE PROBLEM

The Problem Statement

A casual glance at the history of library services for the blind seems to reveal major strides in development. But what has actually been accomplished, in practice, by the library profession? The purpose of this paper was to examine the accomplishments of selected university libraries in offering services to the blind and visually handicapped; then, through correlation and comparison with the views of blind students attending Brigham Young University (BYU), determine how such services could be expanded and improved.

Delimitations

It was found necessary to place the following delimitations: 1) only libraries of four-year academic institutions were considered, 2) only libraries in the states of Utah, Idaho, Wyoming, Colorado, New Mexico, Nevada, Montana, and Arizona were consulted, 3) all personal contacts with blind students were made with those attending BYU, 4) neither the various causes of blindness nor the methods of sightless learning were directly discussed.

As a result of the scarcity of published material specifically discussing the academic library serving the

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blind, it was necessary to draw from the educational field, where considerable research had been done concerning the needs of the blind in relation to an academic environment. In recognition of the dependence of the college blind student in relying on the state or regional library for the blind in his area, an examination of these services as they correlated with the university library was also necessary.

Methodology

The methodology included two questionnaires. One was sent to the intermountain libraries previously defined (hereafter called survey #1, see appendix A), and the other administered by interview or mail to the BYU blind students (hereafter called survey #2, see appendix B).

Survey #1 was based on the American Library Association (ALA) Standards for Library Services for the Blind and Visually Handicapped (1966). Although the university library was not directly mentioned in these standards, the authoring committee did include in its prefatory remarks that ". . . application of these standards is not limited to libraries which serve the blind people exclusively but extends to all agencies [including] . . . , college libraries."[1] In light of this extension of the standards, the author applied a self-determined, appropriate portion to the academic library.

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[1]American Library Association, Standards for Library Services for the Blind and Visually Handicapped (Chicago: American Library Association, 1967), p. 28.

All usable questionnaires from survey #1 were key-punched and then submitted to the BYU, STAT 08 computer program. The statistical analysis of frequency distributions are discussed in chapter III. A full statistical analysis was not attempted due to a low percentage of response (60 percent). It was felt, however, that a logical analysis of data would be useful in drawing some conclusions and in issuing recommendations. Therefore, this method was used.

Survey #2 was administered to blind students attending BYU during Spring Term 1974. Its purpose was to determine the personal needs of these students, and to evaluate the BYU library's service to the visually handicapped. All usable questionnaires from survey #2 were statistically computed and analyzed by the author. Here again, a complete statistical analysis was not attempted. The results are discussed in chapter IV.

Definitions

The terms "blind," "visually handicapped," and "sightless," unless otherwise defined, refer to the definition provided in ALA's aforesaid standards:

> . . . any blind, visually handicapped, or partially sighted person whose vision, after treatment and/or correction, is impaired to the extent that he and/or she is unable to use printed materials prepared for normally sighted persons.
>
> Present federal library standards define "blindness" as central visual acuity of 20/200 or less in the better eye with correction, or angular vision no greater than twenty degrees.[1]

[1]Ibid., p. 20.

CHAPTER II

THE LITERATURE SEARCH

The Blind Among the Sighted

In order to maximize the blind's participation in society, academic opportunities available to sighted persons should be made possible for those who are visually impaired. Blindness imposes restrictions on activities considered basic for optimum development. It inhibits the ability to move about freely and unaided, while it also limits the range and variety of experiences.[1]

The main emphasis of this paper was to approach a cognizance and assessment of the second restriction so as to formulate some workable solutions. In this sense, the degree to which the blind can utilize the academic library plays a central role. Blindness should not be an excuse for failure, complacency, or idleness. Robert S. Bray summed up the point:

> It is not enough to return the visually or physically handicapped person to his home and to place him in the work force, commendable and difficult though these achievements may be. He must also communicate with his friends and associates and with his country and its culture.[2]

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[1]Judith K. Bivens, "A Philosophy of Adult Education for the Blind," Adult Leadership 21 (May 1972): 34.

[2]Richard E. Hardy and John G. Cull, Social and Rehabilitation Services for the Blind (Springfield, Ill.: Charles C. Thomas, 1972), p. 342.

New Philosophy of Education for the Blind

Only recently has society grasped the wisdom in such phrases as "do your own thing" and "I am me." To be an individual blind person is much more promising and creative than to be merely a member of a handicapped group. Pioneer research has come from the educational field, especially in working with school age children.

A committee in 1968 under the leadership of Magdalen Vernor, emeritus and former psychologist at the University of Reading, urged:

> Systematic experiments should be carried out on the extent to which the visually handicapped children can be educated in ordinary schools. The education of the blind and the partially sighted should be in the same schools.[1]

The committee also reached conclusions concerning a need for change in the organizational system of schools, including "day attendance" whenever possible and additional special education for teachers. It was recommended for blind children to have their own brailler, cassette recorder, and typewriter which could be retained when they left school. Individualized instruction was to be preferred whenever possible. An additional suggestion of the committee was concerned with the physical well-being of the child. "Physical education should be encouraged for all visually handicapped children

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[1]"National Plan Needed for the Blind," Times Educational Supplement, 24 November 1972, sec. 3000, p. 8.

who can enjoy it without risk."[1] The emphasis of the committee's findings was to call for a re-examination of attitudes towards blind education.

In his book on blindness, Rev. Thomas J. Carroll enumerated problems occurring in blind-segregated school programs: 1) the child is robbed of the natural love of his family; 2) the child becomes emotionally unable to cope with education in the sighted world; 3) the child is separated from brothers and sisters, and so has fewer opportunities for mutual understanding; 4) the child's ability to compete and ccoperate in the sighted world is endangered; and 5) the child's number and quality of experiences is decreased.[2]

Although the ideas expressed above may seem revolutionary, they are not totally new. With relatively few exceptions, before 1950 blind children were educated in state-operated, residential schools. Between 1948 and 1958, the number of public school systems reporting enrollment of blind children increased ten times. In 1950, about 13 percent of the blind children were enrolled in public schools, and by 1965 the number increased to 56 percent. This left only 44 per cent still in specialized institutions.[3] Experience

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[1]Ibid.

[2]Thomas Carroll, Blindness: What It Is, What It Does, and How to Live with It (Boston: Little Brown and Company, 1961), p. 263.

[3]John W. Jones, "The Visually Handicapped Child," Wilson Library Bulletin 40 (May 1966): 826.

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had shown that the blind, with the help of skilled teachers, could profitably spend more time with the normally sighted in regular classrooms.

Social Barriers and the Academic Success of the Blind Student

The blind student as well as the sighted must adjust to life at the university. Blind students preconditioned to the sighted world have a chance to succeed in academic careers.[1] Prepared though they may be, however, the sighted often unintentionally erect emotionally insurmountable barriers in their path.

Throughout the ages, societies have held preconceived notions about their blind. In Biblical times the blind were thought to be inferior and even sinful.[2] The ancient Hebrews actually disqualified blind men from serving as priests because of their "blemish."[3] Second Sam. 5:8 reads, "The blind and the lame shall not come into the [Lord's] house."

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[1]The story of Ed Bordley, of Dover, Delaware, is a vivid example of success. Ed was a junior at Rodney High School. Despite the fact Ed's sight was lost at the age of nine, at age seventeen he was very successful as a student and an athlete. He became a champion wrestler, an honor student, a discus thrower, a shot-putter, and a member of the student council. Ed's achievements were partly the result of a program initiated by Delaware's Department of Health and Social Services some years ago. Steve Hulsey, "Liberating the Blind Student," American Education 9 (July 1973): 19.

[2]Michael Monbeck, The Meaning of Blindness: Attitudes Towards Blindness and Blind People (Bloomington, Ind.: Indiana University Press, 1973), p. 56.

[3]Lev. 21:16-23.

The twentieth century has dispelled most of these superstitions, yet the blind remain often avoided. Perhaps a residual notion of cursedness or being "untouchable" is involved, but more likely, people fear or feel uncomfortable around those who are "different."

A survey was recently taken by Oliver M. Nikoloff of 197 secondary school principals. He asked whether the principals would accept certain disabled applicants as teachers. Of the five categories of disability, those referred to as "blind" were the most often rejected.[1]

Society's tendency to shun the blind was effectively demonstrated by Robert S. Scott in his book, The Making of Blind Men. Scott described the intangible barriers as "symbolic" and "impenetrable." In reference to the concept, Mr. Scott stated:

> The fact that blindness is a stigma leads them to regard blind men as their physical, psychological, moral, and emotional inferiors. Blindness is therefore a trait that discredits a man by spoiling both his identity and his respectability.[2]

Maxwell H. Goldberg in his book, Blindness Research, spoke of a workshop on attitudes of the sighted towards the blind, sponsored by a Pennsylvania service agency. The discussions revealed some prevailing attitudes of interest:

1. The notion that sight was equivalent of intellect, and so, loss of sight equaled loss of mind

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[1]Monbeck, Attitudes Towards Blindness, p. 5.

[2]Robert A. Scott, The Making of Blind Men (New York: Russell Sage Foundation, 1969), p. 24.

2. Loss of sight meant loss of senses

3. All the blind were totally blind

4. Blindness was regarded as darkness, unhappiness, or ignorance

5. In a survey, 24 percent of the sighted felt a blind person could never be happy[1]

Among high school seniors, a questionnaire was administered to determine how each student might conduct himself in a relationship with a blind person of similar age and sex. It was noted the majority of students would perform favors for the blind, but those favors had nothing to do with the handicap![2] The study substantiated Lukoff and Whiteman's survey of the blind themselves. Eighty percent of those questioned agreed that sighted people were generally surprised if a blind person could do "something."[3]

Dr. Ronald Shlensky, psychiatric consultant to the Chicago Lighthouse for the Blind, recently published a study concerning the feelings of pre-college blind students towards the college community. Here were some of the complaints:

1. They regarded curfew hours as depreciating

2. They felt socially isolated in the dormitory

3. The establishment was unresponsive to their feel-

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[1]Maxwell H. Goldberg, ed., Blindness Research: The Expanding Frontiers (University Park, Penn.: Pennsylvania State University Press, 1969), p. 24.

[2]Alan Gowman, The War Blind in American Social Structure (New York: American Foundation for the Blind, 1957), p. 8.

[3]Monbeck, Attitudes Towards Blindness, p. 8.

ings and wishes

4. They resented "boarding together" (loss of individuality)

5. They sensed the instructors did not care about a "blind and stupid" student

6. They distrusted their peers and felt wasted and uncomfortable[1]

Federal and Regional Services Available to the Academic Library

If academic competence is related to any extent with self-confidence and the confidence of others, it is necessary for both the educator and the citizen to change their attitudes when dealing with the blind. Those engaged in librarianship have an even more direct responsibility to aid the academic success of the sightless. The curricula for the blind must employ special methods, materials, and media to be meaningful and beneficial:

> Though few would deny that the blind should have the same range and depth of library services as sighted persons, the cost of buying and distributing to a group so dispersed in the general population has kept services to the blind from nearing the ideal of equal 'treatment.'[2]

The cost per blind student for specialized services is commonly voiced as the reason for inadequate facilities

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[1]Ronald Shlensky, "Issues Raised in Group Process with Blind PreCollege Students," Adolescence 7 (Winter 1972): 427-30.

[2]"Equal Treatment for the Blind," Library Journal 90 (15 March 1965): 121.

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in the academic library. A closer study, however, revealed possibilities for improvement which cost little or nothing to implement, or which could be justified by extended use to the sighted student as well. ". . . of the problems involved, probably the greatest is inertia."[1]

A concerned librarian's first priority should be to ". . . maintain a file of sources of current information describing the library services to the blind and visually handicapped readers from state and national agencies."[2] Many blind students are not fully aware of the services at their disposal. Telephone reference and reader advisory service should be emphasized among those patrons having visual disabilities.[3]

Booklists and catalogues are distributed by regional libraries, free of charge, to all libraries having annual budgets of at least ten thousand dollars. The American Foundation for the Blind sends out a bi-monthly report ". . . on all Congressional legislation affecting blind persons and those who work with blind persons, as well as the actions of the federal agencies administering related programs."[4]

The Library of Congress provides in both braille and print such publications as Braille Book Review, Talking Book

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[1]Thelma R. King, "Can the Local Library Serve the Blind Reader?," The Bookmark 25 (January 1966): 143.

[2]ALA, Standards, p. 37.

[3]King, "Local Library," p. 140.

[4]Eleanor F. Brown, Library Service to the Disadvantaged (Metuchen, N.J.: Scarecrow Press, 1971), pp. 138-39.

Topics, Cassette Books, and Books on Open-Reel Tape. In addition, the regional libraries issue quarterly newsletters announcing new titles of particular interest. Items on these lists can be borrowed by an academic library, either by student request or else to provide a rotating collection.[1] Almost ten thousand books and more than sixty magazines are available in braille or talking-book form. The New York Times even prints a large-type weekly, as does the Reader's Digest on a monthly basis.[2]

Magnetic tapes are loanable to the blind student from the regional library, but the same is not true of the recorder-playback machines. Though these are not expensive to purchase, a library may borrow machines from the regional library for a month or more at a time.[3] The use of tapes is especially valuable in learning because of the capacity for two-way communication. "In addition, a single copy of a book, magazine, or any portion thereof can be produced rather quickly and inexpensively for a single reader." Tapes can also be reused to fulfill transitory needs.[4]

The ease at which the blind student may acquire talking-books is remarkable. They are sent by cost-free mail

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[1]Division of the Blind and Visually Handicapped, Publications (Washington, D.C.: Library of Congress, 1972).

[2]Brown, Service to Disadvantaged, pp. 144-45.

[3]Ibid., p. 140.

[4]Hardy and Cull, Services for Blind, p. 347.

from the New York Library for the Blind, and usually reach a destination in two days. Applicants for this service are advised to submit a forty-title request list. From the list, two talking-books are initially chosen to be sent to the patron. Two replacements are immediately supplied upon their return to the library. The talking-book machines are likewise sent on extended loan, postage-free and without charge, not only by the regional libraries, but also through fifty-four machine lending agencies.[1] New developments in recording speeds make it possible to offer albums in 8 1/3 rpm.--giving three hours of total listening time.[2]

The brochure, Reading Is for Everyone, describes every facet of the national program for the blind, including eligibility, certification, book selection, technology, music services, and volunteer work. The pamphlet contains a card to return for the most recent information.[3] "Libraries have a special obligation to obtain this brochure in quantity, publicize its availability, and keep it permanently available."[4]

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[1]Division for the Blind and Visually Handicapped, 1970 Directory of Library Resources for the Blind and Physically Handicapped, rev. ed. (Washington D.C.: Library of Congress, 1970).

[2]Brown, Service to Disadvantaged, p. 144.

[3]Division for the Blind and Visually Handicapped, Reading Is for Everyone (Washington, D.C.: Library of Congress, 1972).

[4]Brown, Service to Disadvantaged, p. 143.

While the mass purchase of braille material is impractical because of bulk in handling and shelving, large-print books should be collected in quantity. This apparent extravagance is justified by the fact that 41 percent of large-print users are not "legally blind," but instead, prefer less eye strain and more ease in reading. The titles most requested are the biographies and current best-sellers.[1]

A sixty-four page list called Large Print Books was published by the Milwaukee Public Library in 1970. This list is a compilation of 340 titles, presented in 18-point type, as a reference for both students and librarians. Another valuable tool when working with the blind is Large Books in Print by R. R. Bowker Company. Mentioned in its pages are the regularly produced trade editions, large-print materials published "on demand," and the products of libraries and volunteer groups--each entry complete with ordering information.[2]

Academic libraries often overlook the role of volunteers in providing services for the sightless. Numerous suggestions are put forth in the booklet, Volunteers with Vision. Organizations can contribute to the purchase of such equipment as braille duplicators and projection magnifiers for regular print. Those individuals with time can

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[1]Richard J. Muller, "Large Print Books," American Library Association Bulletin 62 (June 1968): 738.

[2]Ibid., pp. 736-37.

be invaluable in publicity projects, writing letters, reading text assignments to students, recording tapes and records, transacting business with the federal and regional libraries, assisting in special seminars and "book reviews" for the visually handicapped, and in teaching the blind the skills of operating the machines. Such specialized services are often difficult for the librarian to consistently undertake, for reason of their time-consuming nature in relation to student demand.[1]

Development of Library Services for the Blind

Before the twentieth century most libraries offered only minimal services to the blind. However, as early as 1868 the public library of Boston recognized some of the visually handicaps' needs. Even earlier, in 1858, the American Printing House for the Blind was chartered by the state of Kentucky. Embossed books were provided to schools and institutions upon request and without charge. During the first twenty-one years of existence, the Printing House was on a budget of just over sixteen thousand dollars annually. All the funds were obtained from state and county donations.[2] Not until 1879 was financial assistance appropriated to the

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[1]Division for the Blind and Visually Handicapped, Volunteers with Vision (Washington, D.C.: Library of Congress, 1972).

[2]Report of the American Printing House for the Blind, Board of Trustees (Frankfort, Ken.: American Printing House for the Blind, 1870), p. 5.

Printing House by the United States Congress.[1]

The Pratt-Smoot Bill passed by Congress in 1931, was signed by the President to become law. This act initiated a system of regional libraries for the blind by authorizing the Library of Congress to provide books for adult, blind residents of the United States and its possessions. Over the years amendments and modifications have been added to the original legislation. On 3 July 1952, the word "adult" was deleted in order for blind children to benefit. The Library of Congress, as hub of the program, assumed the duties of selecting materials, converting them into the several media, and continuing research to provide the most useful and up-to-date information.[2]

To provide for the execution of the Pratt-Smoot Law, the Library of Congress selected a number of libraries, strategically located throughout the country, to serve as "distributing regional libraries for the blind."[3] By 1971 there were forty-six such libraries.[4] In 1973, another regional library was dedicated in Washington, D.C., called the Martin Luther King Memorial Library.[5]

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[1]ALA, Standards, p. 20.

[2]Ibid., p. 21. [3]Ibid.

[4]Genevieve Casey, "Service to the Handicapped and Institutionalized," Library Trends 20 (October 1971): 360.

[5]"New D.C. National Library for the Blind," Wilson Library Bulletin 47 (May 1973): 813.

Funds Available for Services to the Blind

In 1966, the Second Session of the Eighty-ninth Congress again modified the Pratt-Smoot Act and passed an amendment to the Library Service and Construction Act (Public Law 89-511). Title IVb of the act explicitly dealt with library services for the blind, and specified that all appropriated funds be administered through the Office of Education rather than the Library of Congress.[1] Funds were allocated only after the approval of a written plan submitted to a representative advisory council, and with the condition that the receiving body would match the subsidy.[2]

Michael P. Coyle, of the Library for the Blind in Philadelphia, stressed that many states were not taking advantage of the financial assistance available under Title IVb of the 1966 act. Mr. Coyle mentioned that in 1968 alone, $23,500 was left to each state meeting the requirements. He further explained how a state does not have to have, or even plan to have, a library for the blind located within its borders. Money would be awarded to those who contracted services from another state. The example given was the state of Delaware, which by obtaining library services from the state of Pennsylvania, fulfilled the agreement and collected

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[1]U.S., Statutes at Large, vol. 80, pt. 1 (February-November 1966). "Library and Construction Act, Amendment," 19 July 1966.

[2]Casey, "Handicapped," p. 360.

the full $23,500.[1]

Opportunity for Expansion of Services to the Blind

With the federal funds an extensive expansion of library services is within reach. For example, a computer has been used in the American Printing House for the Blind to transcribe books into braille. Where it once took four months to copy a book by hand, today it can be done in a few hours. Talking-book machines are furnished with cassette tapes, stereo, remote control, and a device ". . . built into the machine to increase the speed of recording and provide rapid, compressed speech that allows for faster reading."[2]

Programs for the blind are just recently being established on a fund-matching basis. A thirty minute film entitled, That All May Read, was produced and distributed by the state of Delaware to make the public aware of the blind person's needs.[3] Spot announcements were recorded and broadcast over radio to the blind in the New York area, sponsored by the New York Public Library.[4] In Minnesota, on a state "talking-book" radio network, the morning newspaper, current

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[1]Michael P. Coyle, "Orphans of the Library World," Catholic Library World 39 (May-June 1968): 634.

[2]Ibid.

[3]Margaret Hannigan, "Library Services to the Physically Handicapped," Association of Hospital and Institution Library Quarterly 10 (Fall 1968): 17.

[4]"Large Print Books Plugged on Radio," Library Journal 95 (1 May 1968): 1846.

magazines, short stories, and children's books were read from 7:00 A.M. to 12:00 P.M. daily.[1] Ohio and California used part of the revenue to conduct statewide surveys on public library service for the blind in an effort to increase its quality.[2] There were programs established under Title IVb to enhance and facilitate the purchase of textbooks and other academic materials. The Regional Library for the Blind in New Mexico acquired a unique collection of taped books in Spanish and Indian dialects.[3]

The library profession should integrate those ideas proven beneficial by the educators. A system of local library services for the blind could be instigated as was done in the Lakeland School District of New York. In 1956, using federal funds, the first totally blind child was entered into a kindergarten class of sighted children as a full participant. His program was tailored to fill the special physical, emotional, and intellectual needs of blind children.[4]

One of the major innovations in the Lakeland School District was a card catalogue in braille. The catalogue cards, for the convenience of finger position, were printed

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[1]"Radio Talking-Books Pioneered in Minnesota," Library Journal 95 (1 June 1970): 2058.

[2]Casey, "Handicapped," p. 361.

[3]"New Regional Library for the New Mexico Blind," Library Journal 92 (1 May 1967): 1788.

[4]Sally M. Mahoney and Liselotte Z. Stokes, "A School Library Program for the Blind," Wilson Library Bulletin 30 (May 1966): 829.

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to be read from the backside and from top to bottom. Indention and spacing were found to be unnecessary and often confusing. The system of braille reading is based on the principle of skipping to the next line when a space is encountered. Therefore, paragraphs were set off by putting them on the next line. The difficulty of limited space was solved by adopting a larger size card--the five by eight inch card sufficed.[1]

The total blind enrolled in the Lakeland School District was not indicated, but ten years later the program was functioning successfully. Material resources had grown extensive enough to furnish the students with both reference works and textbooks in braille. Additional services had been added to provide "writers" and a variety of other learning aids, permitting the blind student to pursue an academic career on equal ground with the sighted and as an "individual."

Special funding was also the means of creating the Instructional Materials Reference Center (IMRC) in Louisville, Kentucky. Begun in June 1966, and now in its eighth year of operation, the center provides a variety of services in association with the American Printing House for the Blind. IMRC keeps a current record of what is available to the visually handicapped, so as to develop or adapt materials and evaluate their usefulness. The IMRC serves as a national clearinghouse for educational materials, supplying any library upon

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[1]Ibid. [2]Ibid.

request and providing information on "costs" and "sources." IMRC also has a special department to develop manuals that describe the uses for its materials, and conduct lectures and demonstrations for professional meetings, teacher-training programs, and school systems. A catalogue listing publications to date includes over twenty thousand titles of books in braille, large type, and record form.[1]

Developments in Visual-aid Devices

The future for the blind student is more promising, thanks to several new devices which will be on the commercial market in the next few years. The major thrust is in making regular print materials of use to the visually impaired.

Samuel Genensky, a senior mathematician working for the Rand Corp., is largely responsible for a new closed-circuit television machine. Though Genensky's eyesight is poorer than 60 percent of the "legally blind," using this device, he can read at 130 words per minute. The so-called "Randsight machine" not only enlarges print, but also regulates brightness and contrast. Black and white are reversed as in a photographic negative.

In 1970, "Randsight" was marketed by Apollo Lasers under the name of Magnivision. The obstacle to its widespread

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[1]Carl W. Lappin, "The Instructional Materials Reference Center for the Visually Handicapped," Education of the Visually Handicapped 4 (October 1972): 65-66.

[2]George A. Boehm, "Sam Genensky's Marvelous Seeing Machine," Reader's Digest 98 (January 1971): 28-29.

use in libraries would be cost--just under three thousand dollars at present, but perhaps reducible to two thousand dollars or less as demand increases. However, less expensive machines with fewer features could be added to any television for six hundred dollars. These are adequate for the majority of the visually handicapped.[1]

The "Seeing Eye" pen is another exciting possibility. It was developed under the direction of Dr. Sam Sparks at the University of Washington and announced in January 1971. The pen contains a photoelectric cell to enable the user to actually hear and feel the shape of each letter. The device breaks up and transmits light as a buzzing vibration. Sparks insists this is only a "stepping stone." He says, within five years, a special pair of glasses will transform light patterns into electrical impulses. The impulses will vary in intensity according to the shape and shading of the letters.[2]

Stanford University researchers have also developed an optical-tactile reading aid. A silicone image-sensor signals piezoelectric stimulators so the blind person can feel each letter with the index finger.[3]

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[1]Ibid., p. 32.

[2]Brown, Service to Disadvantaged, p. 153.

[3]Ibid., p. 152.

Summary

The Literature Search has shown how the range of services offered the blind may be limited only by a library staff's enthusiasm and imagination. The legal strides of the last generation, coupled with a change in age-old attitudes, are the greatest guarentee the visually handicapped could have for being accepted into the academic community as full contributing members.

CHAPTER III

DATA COLLECTION

Approach

While in attendance at BYU in Fall Term 1974, some blind students were noticed among the general student population. At this time, it was determined to undertake a study of the library services offered the "blind" at the university level. Such a study would be valuable in deciding whether services to the visually handicapped could be expanded or improved. In order to reach the necessary conclusions, it was vital to obtain information from both the university library itself and those blind students that used its facilities.

Survey Plan

For the gathering of data from these two sources, separate questionnaires were devised to survey the defined populations and secure their reactions. The degree of effective use of the library by the blind student was based solely on the specialized services a library has to offer. In consulting the previously mentioned ALA standards, some areas dealt with in the questionnaires were: the desirable forms of reference materials, the physical layout of the building, staffing, personalized reading rooms, browsing collections

of various kinds, use of general reading areas, and suggestions for improvement. Pertinent questions were also directed at the extent of use, by blind students and academic librarians, of the facilities and services of the regional library.

Preparation

After having determined the areas to be tested, a preliminary questionnaire for the libraries was drawn up, based on ALA standards. This survey was then submitted to class members and other friends for comments concerning possible changes, additions, or deletions. The criticisms proved beneficial in preparing the final draft, which was given to the Library and Information Science (LIS) 696 instructor for additional suggestions in wording and in feasibility of employing the STAT 08 computer program. This last consultation also proved profitable in making some modifications.

The second questionnaire was written with dual intent: 1) to isolate the degree the blind student used the academic library, and 2) to express the personal feelings of these students towards the present system. The exact format was not prepared until after talking with two blind students at BYU, and visiting the Utah State Library for the Blind in Salt Lake City. The information and suggestions obtained from these independent sources seemed a sufficient test of the questionnaire; thereupon, the final draft was produced.

Collection Techniques

The project was begun mid-way into Spring Term 1974. After having discussed the project with the LIS 696 instructor, the scope was limited to four-year university libraries--since smaller academic libraries would have inadequate numbers of blind students to justify specialized services in their budgets. It was also concluded that the most meaningful survey would involve a region of states rather than all fifty states; therefore, the intermountain west was chosen for the study.

To insure contact with each four-year university library within the region, a listing was secured from the American Library Directory, twenty-eighth edition, 1973 (see appendix C). Each questionnaire was sent by mail, accompanied by an explanatory cover letter (see appendix A), and a self-addressed stamped envelope. The following semester at BYU, the results of all returned and answered questionnaires were keypunched and submitted to the STAT 08 computer program.

The second questionnaire was administered by two methods: telephone interview and letter. A listing of visually handicapped students attending BYU in Fall Term 1974 was obtained from the Office of Student Life. It was intended to call each of the thirty students for a personal interview; however, only eight of these students were currently enrolled. The remaining twenty-two were contacted by mail at their home addresses. The results of all questionnaires were combined and analyzed.

Analysis of Returns

There was a total of sixty-one questionnaires sent to all libraries of four-year universities in the seven state, intermountain region. The number returned totaled thirty-nine, or 64 percent, of which three were not filled out and so were discarded. This left thirty-six usuable questionnaires, or 60 percent of the total sent, as data.

Concerning the second questionnaire, a total of thirty responses were sought, eight via the telephone and the remaining twenty-two by mail. The questionnaires received through the mail numbered three, to make a total of eleven contacts, or 37 percent of BYU's blind students.

CHAPTER IV

ANALYSIS OF DATA: SURVEY #1

Since a community is intellectually stimulated by its support of the local university library, the size of the academic library's potential patronage was requested on this basis. The total number of returned questionnaires represented the following patronage sizes: 33 percent were answered by libraries serving a population of under 10,000, 20 percent of the libraries listed patronages from 10,000 to 20,000, 22 percent were from libraries serving a population from 20,000 to 30,000, 11 percent functioned in communities of 30,000 to 50,000, 8 percent had patronages between 50,000 and 100,000, and only 6 percent were returned from libraries in population areas over 100,000. (Figure 1).

Number of Blind

From the questionnaires returned, 39 percent of the libraries indicated they had no blind patrons. This was hard to understand, in light of the thirty "blind" students found attending BYU. However, it must be assumed the respondents noted the direct referral to ALA standards in the definition of "legally blind" (see cover letter, appendix A).

While 39 percent of the libraries reported no blind patrons, on the other extreme, 5 percent had twenty to thirty,

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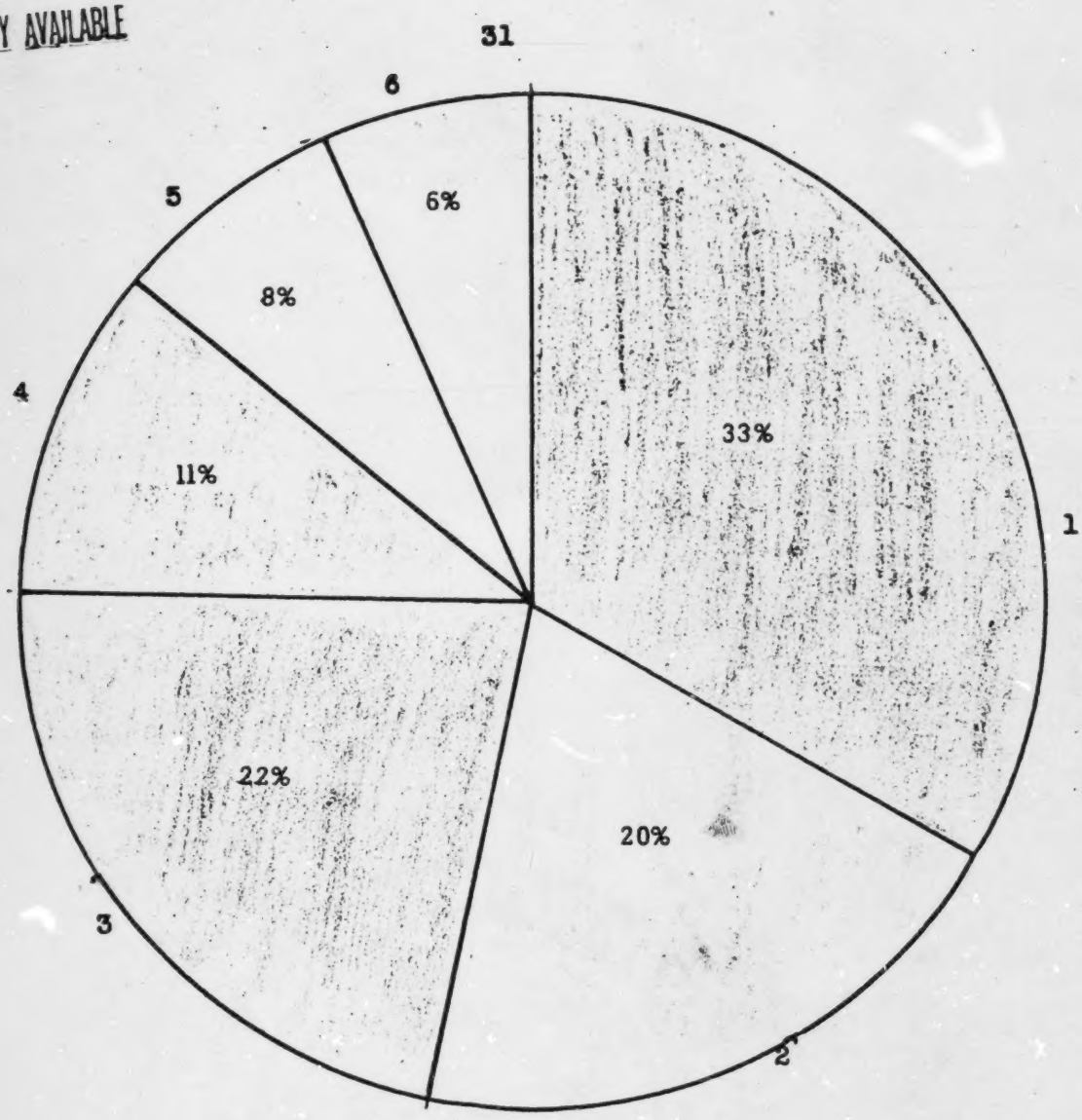

Fig. 1.--Per cent of libraries polled showing division by community population

1 Under 10,000
2 10,000 to 20,000
3 20,000 to 30,000
4 30,000 to 50,000
5 50,000 to 100,000
6 Over 100,000

and another 3 percent served thirty to fifty blind individuals. The remaining 53 percent of the libraries produced the following data: 19 percent indicated one to five blind, 17 percent counted between five and ten such persons, and another 17 percent had a blind clientele of from ten to twenty. (Figure 2).

As might be guessed, the number of blind using a given library's facilities was directly proportional to the size of the academic "community." Of the libraries serving under 10,000, 58 percent were in the "no blind" group, 38 percent had from one to five blind, and 8 percent knew of five to ten such patrons. The data from the libraries serving 10,000 to 20,000 showed: 29 percent of the libraries had "no blind," another 29 percent had one to five blind, 14 percent indicated from ten to twenty, and the remaining 14 percent had twenty to thirty blind students. The 20,000 to 30,000 patron libraries continued to reflect the trend: only 25 percent reported "no blind," 12.5 percent had from one to five, 12.5 percent served from five to ten, 37 percent indicated from ten to twenty, and 12.5 percent counted thirty to fifty blind patrons. Of the 30,000 to 50,000 group, a similar 25 percent indicated "no blind," but another 25 percent of these libraries had between twenty and thirty blind. Fifty percent showed five to ten blind patrons. The 50,000 to 100,000 size library communities were equally divided three ways (with 33.33 percent in each): "no blind," five to ten blind, and ten to twenty blind patrons. Only

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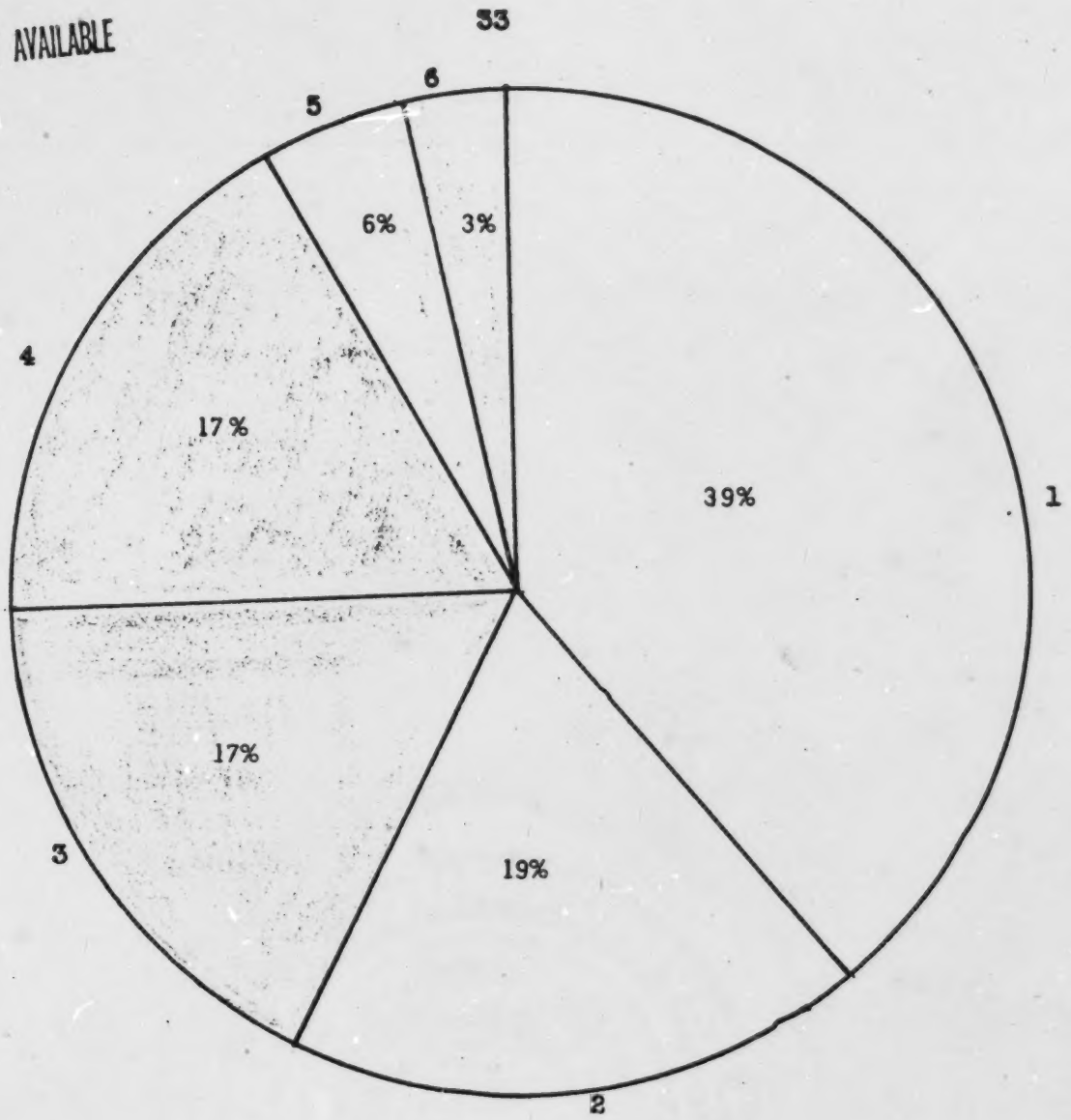

Fig. 2.--Per cent of libraries polled showing division by blind patrons

1 No blind
2 One to Five
3 Five to Ten
4 Ten to Twenty
5 Twenty to Thirty
6 Thirty to Fifty

two libraries listed a service population of over 100,000. One respondent answered with "no blind," while the other library had ten to twenty such patrons. (Figure 3).

Special Catalogue File

One question dealt with maintaining a file for catalogues of reading media available to the blind. Seventy-two percent of the answering libraries had no such file at all. Three percent of the libraries maintained a file of large print book titles, 6 percent did the same for braille materials, and 11 percent listed talking-books. Only 3 percent of the libraries having files held a collection of catalogues in all three special media. In those libraries where some type of file was maintained, 19 percent were in standard print, 8 percent used the "talking" form, 8 percent the large type, and 6 percent the braille.

The response, "other," was indicated by 14 percent of the libraries when referring to a catalogue file. One mentioned a certain kind of bibliography "in the stacks"; another library directed its blind patrons to the local public library which kept a catalogue file for the blind. Several of the 14 percent insisted the state library program fulfilled the needs of their blind patrons.

Of the libraries serving under 10,000, 82 percent maintained no catalogue file for the blind. The remaining 18 percent had files of the following materials: 8 percent listed braille titles, 8 percent had a file of talking-books,

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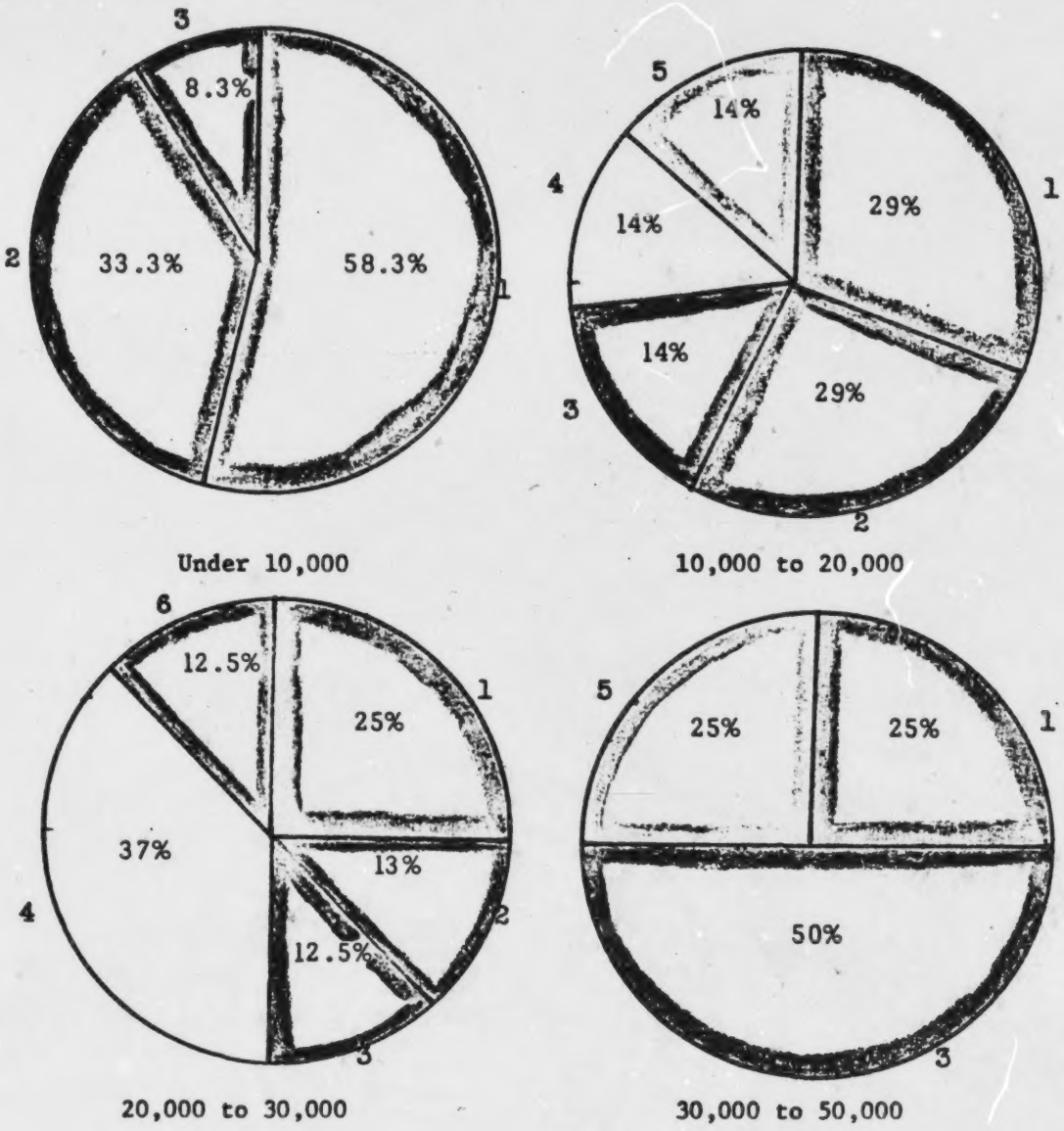

Fig. 3.--Per cent of libraries polled by size showing division by blind patrons

1 No blind
2 One to Five
3 Five to Ten
4 Ten to Twenty
5 Twenty to Thirty
6 Thirty to Fifty

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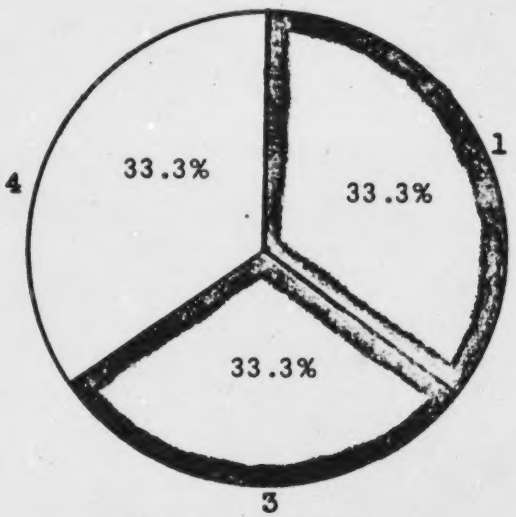
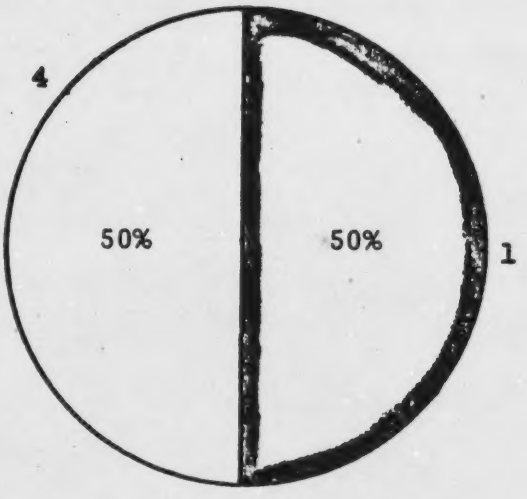


50,000 to 100,000



Over 100,000

Fig. 3.--Cont.

1 No blind

2 One to Five

3 Five to Ten

4 Ten to Twenty

5 Twenty to Thirty

6 Thirty to Fifty

and 5 percent had "other." The forms of these catalogues themselves were: 17 percent in standard print, and 16 percent in braille.

No catalogue file at all was maintained by 71 percent of those libraries serving 10,000 to 20,000. Of the 29 percent answering affirmatively, 14 percent had a catalogue file of braille titles, 14 percent of talking-books, and 14 percent of "other." Standard print was used in 14 percent of these catalogue files, while 15 percent used large print.

The libraries serving 20,000 to 30,000 had 63 percent negative responses in reference to a catalogue file. The remaining 37 percent offered catalogue files of talking-books and/or "other," 13 percent and 25 percent respectively. One of the libraries indicated a catalogue published by the American Printing House for the Blind, but failed to specify. Thirty-seven percent of the libraries serving 20,000 to 30,000 provided the catalogues in standard print, while 13 percent offered them in "talking" form.

Of the libraries serving 50,000 to 100,000, 67 percent kept no catalogue file for the blind. Each library with a catalogue file only listed the talking-books. All 33 percent offered the catalogue file in "talking" form. Both libraries serving over 100,000 maintained no catalogue files for the blind at all. (Figure 4).

Information on the State Library

Another area of concern was how well the university library provided information to the blind patron on services offered by the state or regional library for the blind. Of the thirty-six responses, only ten libraries, or 28 percent, maintained a file or distributed a hand pamphlet explaining what was available. Percentage-wise, the number of affirmative answers would be distributed as follows: 17 percent in the under 10,000 group, 43 percent in the 10,000 to 20,000 group, 38 percent in the 20,000 to 30,000 group, 25 percent in the 30,000 to 50,000 group, and 33.33 percent in the 50,000 to 100,000 group. Here again, the two libraries serving over 100,000 did not offer this service. (Figure 4).

Registers

Question sixteen dealt with whether a library maintained a register of local individuals who could serve the blind as readers or transcribers. "Yes" responses totaled four, or 11 percent. No library in the under 10,000 group answered positively. In the other patronage classifications, the percentages having registers were: 29 percent in the 10,000 to 20,000 group, 13 percent in the 20,000 to 30,000 group, 25 percent in the 30,000 to 50,000 group, and 33 percent in the 50,000 to 100,000 group. The libraries serving over 100,000 did not have registers. (Figure 4).

Staffing

Twenty-seven of the thirty-six libraries answering, or 75 percent, indicated no special staff member was assigned to aid the blind. Of the 25 per cent responding positively, 5.5 percent had one staff member with this duty, 3 percent retained two staff members to help the blind, and 16.5 percent had a consultant available when needed. No library had more than two staff members to aid the blind.

Seventy-five percent of the under 10,000 patron libraries lacked staff members to assist the blind, 8 percent had one such person, and 17 percent had consultants. Seventy-one percent of the 10,000 to 20,000 patron libraries had no special staff member to aid the blind; however, 29 percent indicated they did have such assistance when needed. Sixty-three percent of the 20,000 to 30,000 patron libraries had no special staff member, 12 percent had some sort of consultant to the blind, and another 13 percent had two staff members with this duty. "Other" was listed by 12 percent: one said the service was provided by the university safety office, and several mentioned the role of the local public library. There was an absence of special assistance to the blind by the staff of the 30,000 to 50,000 patron libraries. Of the 50,000 to 100,000 patron libraries, sixty-seven percent had no staff member to serve the blind, and 33 percent had one. Neither library in the over 100,000 patron group provided special assistance for the blind. (Figure 4).

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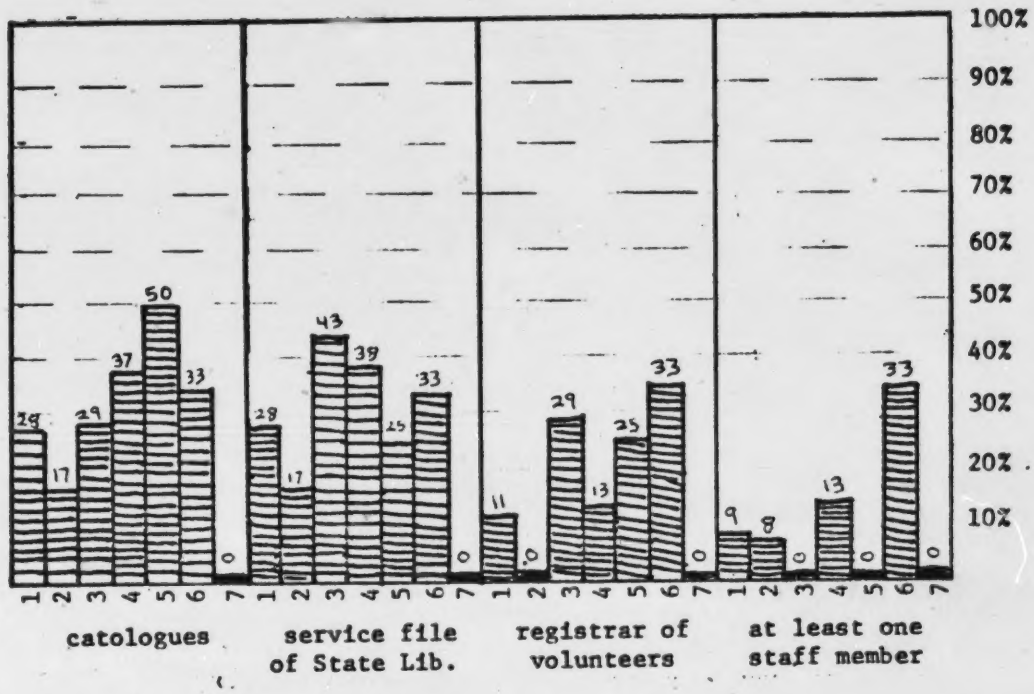

Fig. 4.--Percent of libraries offering services
Showing division by community population

1 Total percentage of all libraries

2 Under 10,000
3 10,000 to 20,000
4 20,000 to 30,000
5 30,000 to 50,000
6 50,000 to 1000,000
7 Over 100,000

Reference Material in Braille

Questions eighteen through thirty examined the varieties and forms of reference materials for the blind. Seventy-eight percent of the thirty-six responses showed no reference material in braille. The affirmative 22 percent were further divided: 18 percent had one encyclopedia, 17 percent had one dictionary, 3 percent had more than one dictionary, and 3 percent marked "other." One indicating "other" had an encyclopedia yearbook in braille and another listed a

braille thesaurus.

Of the under 10,000 patron libraries, 75 percent offered no reference material in braille. The remaining 25 per cent housed one encyclopedia, 8 percent had one dictionary, and 8 percent had more than one dictionary. Of the 10,000 to 20,000 patron libraries, 86 percent had acquired no reference material in braille. The remaining 14 percent all had a braille dictionary. In the 20,000 to 30,000 patron group, 62 percent offered no reference material in braille. Thirty-seven percent possessed one braille encyclopedia, and 12 percent had "other" as well. Of the 30,000 to 50,000 group, 75 percent had no reference material in braille. Each of the other 25 percent had only a braille dictionary. All three 50,000 to 100,000 patron libraries were without braille references, as were likewise both libraries in the over 100,000 patron group. (Figure 5).

References in Other Media

Ninety-two percent of the libraries responding had no reference material in media other than braille. The affirmative answers could be broken down as follows: 3 percent offered an encyclopedia in another media, and 6 percent offered "other." Of these latter responses, one library mentioned a "phono collection."

Neither the under 10,000 patron group nor the 10,000 to 20,000 patron group had reference material in other media. Seventy-five percent of the 20,000 to 30,000 group also had

a negative response, but 13 percent mentioned dictionaries and 13 percent indicated "other" in an additional media. Seventy-five percent of the 30,000 to 50,000 had no references except in braille, as did all of those libraries with 50,000 to 100,000 or over 100,000 patrons. (Figure 5).

Optical Aids

Only 11 percent of the answering libraries possessed optical aids for the blind. The under 10,000 patron group gave the best service in this respect, with 17 percent having optical aids. The 10,000 to 20,000 patron group were represented by 14 percent with optical aids, and the 20,000 to 30,000 patron group had 12 percent with such devices. None of the remaining patron groups had this service. (Figure 5).

Group Activities

Regarding group activities for the blind, such as seminars and discussion sessions, very little was offered. Twenty-eight percent of the contacts did provide some activities, statistically broken down as follows: 19 percent held blind groups "occasionally," 3 percent did "moderately," 3 percent answered "frequently," and another 3 percent said "very frequently."

Analyzed according to number of patrons, these were the percentages: 67 percent of the under 10,000 group had no blind activities, with a remaining 17 percent providing them "occasionally," and 16 percent having them either "frequently" or "very frequently"; 71 percent of the 10,000

to 20,000 patron group completely lacked blind activities, and the other 29 percent had them "occasionally"; 63 percent of the 20,000 to 30,000 patron group indicated no blind activities, and the remainder, or 37 percent, answered "occasionally"; 100 percent of the 30,000 to 50,000 patron group was negative; 67 percent of the 50,000 to 100,000 patron group lacked activities for the blind, and the other 33 percent sponsored such functions "moderately"; the over 100,000 patron group did not offer this service.

In response to how often activities for the blind were conducted, the thirty-six libraries related the following: 3 percent said "daily," 86 percent said "never," and 11 percent said "regularly." (Figure 5).

Private Study Areas

Study areas private enough for the use of personal readers were available to the blind at 47 percent of the libraries. Yet, only 17 percent of the under 10,000 patron group had such an area. All other libraries showed a greater use of private study areas: the 10,000 to 20,000 patron group were 57 percent "yes," the 20,000 to 30,000 patron group were 75 percent positive, 50 percent of the 30,000 to 50,000 patron group had a private study area, 60 percent of those libraries serving 50,000 to 100,000 said the same, and 50 percent of the over 100,000 patron group had a private study area for the blind.

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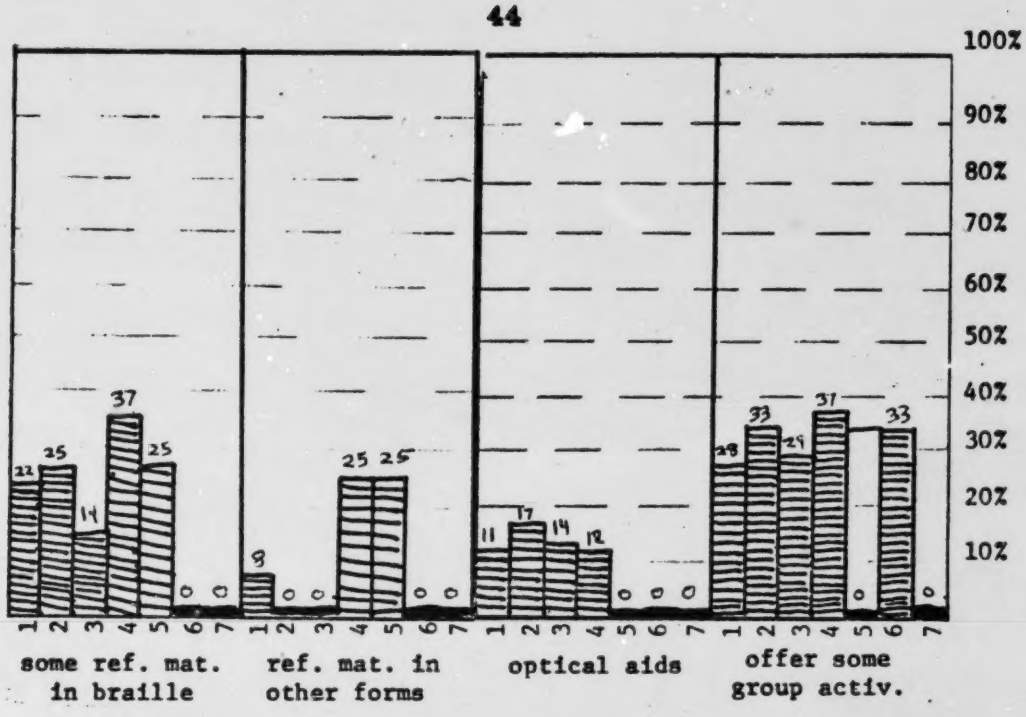

Fig. 5.--Percent of libraries offering services showing division by community population

1 Total percentage of all libraries
2 Under 10,000
3 10,000 to 20,000
4 20,000 to 30,000
5 30,000 to 50,000
6 50,000 to 100,000
7 Over 100,000

Listening Rooms

Forty-four percent of the participating libraries did not have a listening room where the blind could go to type, record, or hear tapes and records. Concerning positive responses: 30 percent furnished one room, 6 percent had two listening rooms, 17 percent had more than two rooms, and a final 3 percent marked "other."

The libraries having listening rooms were divided into these percentages: 42 percent of the libraries serving

under 10,000 had listening rooms, with 25 percent indicating one, 8.5 percent two, and 8.5 percent "other" (this library had several appropriate rooms, but on an assigned basis); the 10,000 to 20,000 patron group offered the highest percentage of libraries with two or more listening rooms, with 43 percent, while 29 percent of these libraries had one such room, and 28 percent had none; the 20,000 to 30,000 patron group had 12 percent with two listening rooms, 38 percent with more than two, 12 percent with one, and 38 percent with none at all; 50 percent of the 30,000 to 50,000 group had no listening room, and the other 50 percent had one; one listening room was available at 67 percent of the 50,000 to 100,000 patron libraries, and the remaining 33 percent supplied no such rooms; one of the over 100,000 group had one listening room and the other had none. (Figure 6).

Magnetic Tape Equipment

The thirty-six libraries were divided equally as to whether tape recorders were available for transcribing from the print collection--50 percent answered "yes" and 50 percent commented "no." Forty-two percent of the under 10,000 patron libraries had such equipment, 57 percent of the 10,000 to 20,000 group did, and 63 percent of the 20,000 to 30,000 group had recorders. Four libraries serving between 30,000 and 50,000 had no recorders. However, 33 percent of the 50,000 to 100,000 group furnished recorders, as did both of those libraries serving over 100,000. (Figure 6).

Ground Level Access

The libraries with ground level access totaled 64 percent, and represented these library groups: 58 percent from the under 10,000 group, 71 percent from the 10,000 to 20,000 group, 63 percent from the 20,000 to 30,000 group, 100 percent from the 30,000 to 50,000 group, 33 percent from the 50,000 to 100,000 group, and 50 percent of the libraries with over 100,000 patrons. (Figure 6).

Binding Braille Materials

Nineteen of the thirty-six libraries had some means of binding braille materials. These libraries were from the following groups: 8 percent of the under 10,000 group, 14 percent of the 10,000 to 20,000 group, 50 percent of the 20,000 to 30,000 group, 25 percent of the 30,000 to 50,000 group, and 0 percent in both the 50,000 to 100,000 and the over 100,000 patron groups. (Figure 6).

Equipment

Questions forty-two through forty-eight dealt with equipment used by blind patrons. Twenty-eight percent of the libraries had at least one standard typewriter, 20 percent supplied at least one large print typewriter, and 11 percent furnished one or more braille typewriters. Forty-seven percent had at least one tape recorder for the use of the blind, 44 percent a tape duplicator, and 3 percent a braille duplicator (Figure 7). One library listed a voice compressor "on order"--that would speed up a recording without distortion.

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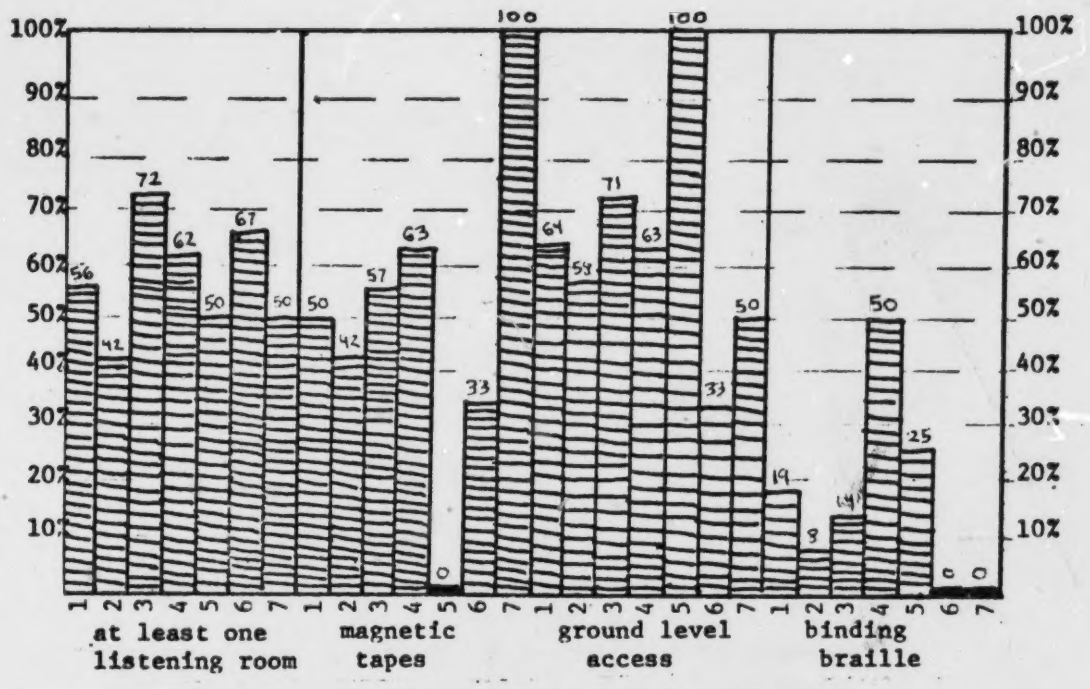

Fig. 6.--Percent of libraries offering services showing division by community population

1 Total percentage of all libraries
2 Under 10,000
3 10,000 to 20,000
4 20,000 to 30,000
5 30,000 to 50,000
6 50,000 to 100,000
7 Over 100,000

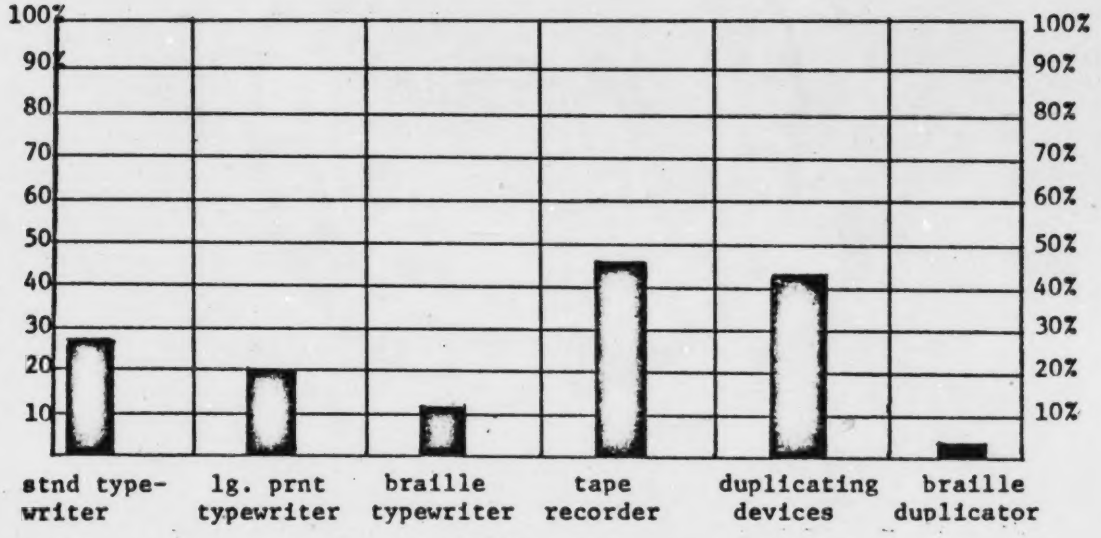

Fig. 7.--Per cent of libraries polled indicating at least one piece of listed equipment

Browsing Collections

Of the thirty-six libraries studied, only 2 percent had any kind of browsing collection for the blind patron. One of the 10,000 to 20,000 patron group had such a collection, representing 14 percent of the total. Its librarian noted three to five titles as available for each of the "five to ten" blind students enrolled. The only other response of "yes" came from the 20,000 to 30,000 patron group; here, for the "ten to twenty" blind, were displayed three to five titles apiece. This response equaled 13 percent of the group total.

Opinions on Specialized Services for the Blind

The final question asked the participating library whether the academic library could or should offer specialized services for the blind. Sixty-nine percent of the "write in" answers were in the affirmative, and specified, "as the need arises." Many elaborated by saying that due to the lack of blind patrons, their library could not justify all the possible services. Some felt the university library had not been stimulated enough to put in practice those services of need to the blind patron. One such respondant added: "Perhaps your questionnaire will serve as a catalyst to get us working on this."

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CHAPTER V

ANALYSIS OF DATA: SURVEY #2

Survey #2 obtained the reactions of visually handicapped students towards the BYU library. Of the eleven students contacted, three were reached by mail and eight on the telephone. Four participants were female and the other seven were male; six of the eleven were married. Distribution by academic standing showed: two freshmen, five juniors, and four graduate students. No two individuals had the same major, indicating a diversification in backgrounds, ambitions, and skills among these "blind." Eight of the students read large print, six had learned braille, and three could use both. (Figure 8).

	Male	Female	Married	Not Married	Freshmen	Junior	Graduate	Read Braille	Read LargePrint	Read Both
Sex	7	4								
Marital status			6	5						
Year in school					2	5	4			
Reading ability								6	8	3

Fig. 8.--Personal breakdown of eleven contacted blind students attending BYU

Library Use

Question four considered the use of the academic library by the blind. Only two of the students indicated "seldom"; the remaining nine made frequent use of the BYU library. Of this latter group, such comments were expressed as: "four hours a day," "three to four hours a day," "two hours a day," and "six hours a week." Six of the students contacted by telephone insisted they depended on the library as much as any sighted person, and it was a major part of their education.

BYU Library Facilities

The students were asked to indicate which of the BYU library facilities they used. The responses were these: seven used the study areas, seven used the listening rooms, two used the tape recorders, one used the braille typewriter, and eight mentioned personal readers.

State Library Use

Four of the participants indicated they "seldom" took advantage of the services provided by the Utah State Library for the Blind. Two of these students had full vision in one eye, and thus found the question irrelevant. One young lady, though totally sightless and with a knowledge of braille, only ordered about two books a year from this source. Her reason was dissatisfaction with the efficiency of the state library organization. Sometimes a book would be received in a week, but other times it might take several months to get

a current or popular selection. Another student, in support of this comment, described the Utah State Library's service as "slow" and "inefficient." He mentioned how duplicate copies were often sent by mistake, causing additional confusion.

Seven of the questioned students used the Utah State Library "often." All of these ordered "textbooks" regularly, in either cassette or reel-to-reel form. The cassette tape was the most popular, with all seven students requesting material in this form. Three people ordered materials on reel-to-reel tape, two used the records, and one ordered braille. Pleasure reading was pursued by all seven students: two preferred "non-fiction," four selected "fiction," and two enjoyed " periodicals" (in braille).

Recommendations for the Utah State Library

For the most part, the students who used the Utah State Library rated its services as "good" and felt tremendous benefit from its use. However, there were suggestions for improvement: "better publicity" to acquaint other blind students with its services;[1] "overall efficiency," including problems of "lost orders," "duplicates," and "delayed responses."

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[1]On several occasions it was found that the interviewer knew more about what was offered by the Utah State Library than the one being interviewed.

BYU Library's Services Rated

Question nine secured the reactions of BYU blind students concerning the services that are, or are not, offered by the library. The participants evaluated a listing of services on a graduated scale, with one equaling "excellent" and six equaling "very poor." It was explained to the student that even though a listed service was not offered at BYU, if he felt it was not a useful service to have, it should be rated as "adequate" or higher. None of the six categories had 100 percent response.

Special catalogues. There were eight students responding to "catalogues of books and materials." Five, or 63 percent, indicated this service as "poor"; one, or 12 percent, marked "very poor." Most of the responding group, totaling 75 percent, expressed concern for the lack of a special catalogue for the blind at BYU. Because of this, they often were unaware of what materials were available in the several media, and from which agency. Yet, two students, or 24 percent, indicated "good" or "adequate" in response to a catalogue file. These students felt no need for such a service at BYU. (Figure 9).

Reference material. The seven responses to the category "reference material" were classified thus: four, or 57 percent, rated BYU as "poor"; one, or 14 percent, rated BYU "very poor" in this area; another 14 percent said "not adequate"; and a last 14 percent rated "reference" as "excell-

ent" (Figure 9). One student added that he had his own basic reference materials (a dictionary and an encyclopedia), but BYU should have indexes to the periodicals in braille.[1]

Browsing collections. Answers came from six students in regard to "browsing collections."[2] The percentages were distributed as follows: one, or 17 percent, rated "browsing collections" as "very poor"; two, or 33 percent, said "not adequate"; and the remaining three, or 50 percent, said "adequate." All the students, except one, apparently felt it was worthwhile to have a basic collection in the various media on loan from Utah State Library. Most participants preferred books in either large print or braille. (Figure 9).

Scheduling of activities. Five students gave their opinions on the "scheduling of activities."[3] The results were: one, or 20 percent, who indicated "not adequate"; and four, or 80 percent, who did not think such activities were helpful and so indicated "adequate." The latter students felt their varied interests and ambitions precluded any benefits as a group. (Figure 9).

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[1]The BYU library offers one dictionary and one encyclopedia in braille. No other reference material is available.

[2]The BYU library has no browsing collection for the blind, but in "special collections," the Standard Works of the Latter Day Saints can be found in braille.

[3]The BYU library schedules no group activities for the blind.

Listening rooms. The mention of "listening rooms" elicited the greatest polarization of response:[1] six, or 75 percent, rated this service as not adequate. These students were subdivided as follows: two indicated "very poor," three said "poor," and one said "not adequate." The major complaints focused on two aspects: not enough listening rooms, and the available rooms being too small. One student remarked that the rooms were always in use, especially in Fall or Winter Term. A girl commented on a lack of storage space for personal belongings. However, two students, or 25 percent, rated "listening rooms" as "adequate" and "excellent." (Figure 9).

Layout of building. BYU library's access and floor arrangement were its most appreciated features. All eight of the blind students answered "excellent" to this category. The ground level approach, the elevators, and the extra-wide stairways were specifically praised. (Figure 9).

Suggestions for the BYU Library

The blind students themselves offered BYU library these suggestions for the improvement of services:

1. Obtain an "optical scanner" to enlarge print
2. Develop a catalogue file of services and books available to the blind from BYU and the Utah State Library

---

[1]The BYU library has four private listening rooms, one on level five, and three on level one. Within each room is: one braille typewriter, one braille encyclopedia and dictionary, a recorder, and a study area. Each blind student is assigned a key that gives access to all four rooms.

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3. "Keep tabs" on new blind students and offer them a fully organized "orientation session"

4. Provide more listening rooms of larger size and with more shelf space

5. Provide a textbook recording service

6. Furnish a braille map of the library

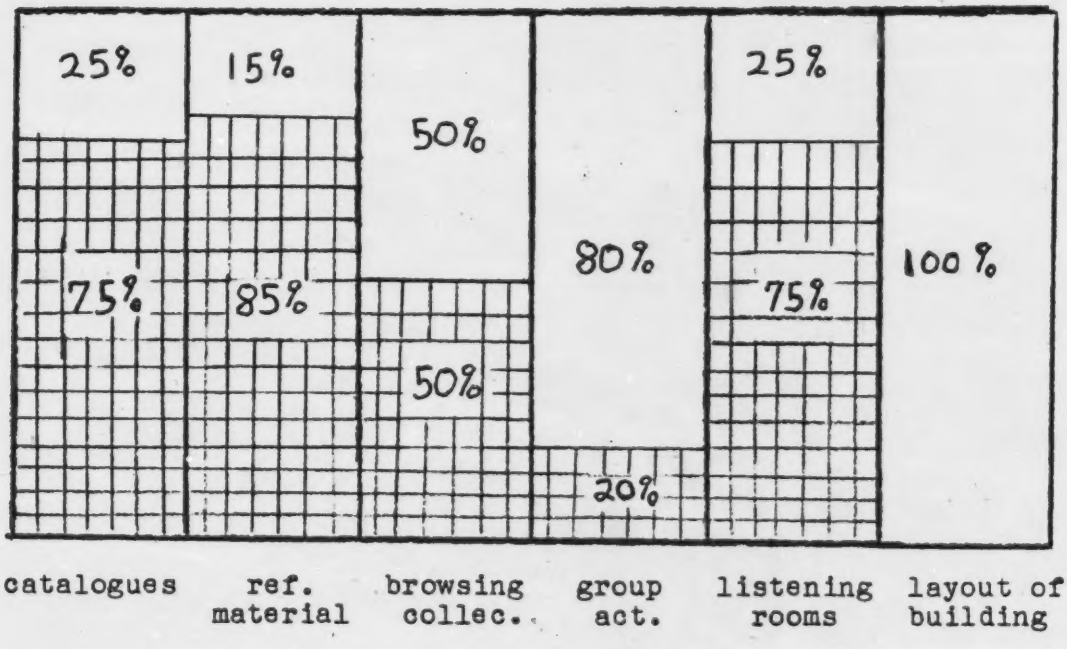

Fig. 9.--Percent of students contacted rating services at BYU library

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

Conclusion

The purpose of this study was to survey the services and facilities offered the blind by the university libraries in the intermountain west, and to ascertain if certain prescribed minimum standards had been met. Through preliminary research, it was anticipated that such minimum services and facilities were not being provided. To afford a means of testing the premise, two aforesaid questionnaires were devised and administered to the appropriate populations.

The results of these surveys indicated the areas for improvement of service to the visually handicapped. Seventy-five percent of the blind students participating in "survey #2" felt a current catalogue file of books and materials should be maintained, yet only 28 percent of the responding libraries indicated this service. These students expressed specific concern that such a file was not available at the BYU library.

Another area severely lacking was a current list of services available to the blind from the federal, and regional or state libraries. Again, only 28 percent of the participating libraries had such a file. To the blind patron these files can be as important as the card catalogue is to the

sighted person.

Only 11 percent of the responding libraries had an up-to-date registrar of volunteers who could assist the blind patron in a variety of ways. To provide such a helpful service could mean the difference between frustration and success in a blind student's education.

Staffing was another aspect of library service to the blind that left ample room for progress. At least one staff member should be available who is acquainted with both the special needs of the blind and the obtainable services. Even though only 9 percent of the answering libraries retained an individual with this added knowledge and responsibility, it was never specified or suggested the blind be any librarian's sole or main duty.

BYU library's reference material was not adequate for 85 percent of the responding blind students. Obviously they considered a good and basic reference collection in braille and other forms to be invaluable for their education. Yet, only 22 percent of the thirty-six libraries indicated any reference material in braille, and a low 8 percent supplied it in other media. Again the figures showed a large gap between what was being offered and what was needed by the blind patron.

It was surprising to find only 20 percent of the questionned blind students in support of group activities sponsored by the library. Therefore, the fact that 28 percent of the answering libraries did not provide this service

was not critical.

Sixty-four percent of the responding libraries had ground level access to their buildings. Though beneficial, it is not recommended that the remaining 36 percent make structural changes for the advantage of the blind patron. The added benefits could not justify the expenses involved. All the blind students surveyed expressed satisfaction with the BYU library building. Probably, this was one of the less pressing needs at the other universities as well.

Half of the questionned blind students indicated a browsing collection should be maintained at the university library (BYU). This, they felt, would give immediate access to some enjoyable reading without having to wait several weeks for a book to come through the mail. This loan service is free to libraries through the state library system, and so could be provided with no strain at all on the budget. The collection should be sustained on a rotating basis in order to keep new titles always available. Of the participating libraries, it was disappointing that only 6 percent had any browsing collection for the blind whatever--again indicating a large margin for improvement.

The greatest reaction from the blind students was elicited by the mention of private listening rooms. Though the BYU library provided four such rooms, 75 percent of the blind determined this service as inadequate. In spite of the few students served by the rooms, they were used extensively, and could not be frequently found unoccupied. Despite this

apparently urgent need for more listening rooms at BYU, "survey #1" showed only 56 percent of the libraries had at least one listening room.

Recommendations

From the data collected in "survey #1" and "survey #2", and by correlation between them, it was determined that full potential service to the blind was not being offered by the university libraries in the intermountain west. Some suggestions are now given for improving services to the visually handicapped:

For libraries with minimum budgets and/or space:

1. Have on file the catalogues and pamphlets listing services and reading materials available from both the university library and the local regional library for the blind

2. Inform at least one librarian concerning the needs of, and the services for, the blind patron, and assign him as a helping counselor to the blind

3. Provide a braille map of the library

4. Provide "listening rooms" of adequate number and size, to which the blind have free access

5. Provide basic reference material in braille and other forms

6. Provide the equipment acquirable on loan from the state library, e.g., recorder-playback machines, talking-book machines

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7. Provide, on loan from the state library for the blind, a browsing collection on rotation

8. Provide a current registrar of local volunteers

Additional suggestions for libraries with adequate budgets and/or space:

1. Provide braille typewriters

2. Provide a textbook recording service

3. Provide optical aids (e.g., a large-print scanner)

4. Provide for duplicating and binding braille materials

5. Provide an extensive reference collection in braille and other forms

6. Provide an extensive browsing collection, in all forms, on loan from the state library for the blind

APPENDIX A

SURVEY #1

May 14, 1974

Dear participant:

I am a graduate student in the Library and Informational Science program at Brigham Young University. My thesis project is concerned with the services offered to the blind or visually handicapped patron in the academic library. In 1966 the American Library Association published its Standards for Library Services for the Blind & Visually Handicapped; both the attached questionniare and its definition for legal blindness were based on these standards.

The purpose of the questionnaire is to ascertain the varieties of services being offered to the blind patron by the university libraries of the intermountain west. The questionnaire has been sent to all the university libraries of this five-state region. Because of the nature of this defined population (total population and not merely a random sampling), your personal cooperation is very important to the success of the project. It is necessary for the completion of the project to have the questionnaire in my hands no later than May 27th. An earlier response would be greatly appreciated.

Sincerely yours,

Derral Parkin

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QUESTIONNAIRE

THE SERVICES OFFERED THE BLIND
IN THE ACADEMIC LIBRARY

Please check (✓) wherever appropriate. Thank you for cooperation. (Disregard the numbering sytem, it is for use in computer analysis)

1. Our library serves in approximation a population of: (including both students and community population)

_____1) Under 10,000
_____2) 10,000 to 20,000
_____3) 20,000 to 30,000
_____4) 30,000 to 50,000
_____5) 50,000 to 100,000
_____6) Over 100,000

2. Our library serves _____ patrons that are "legally blind" (including both the total blind population attending the university and any other blind patrons from among the community).

_____1) None
_____2) 1 to 5
_____3) 5 to 10
_____4) 10 to 20
_____5) 20 to 30
_____6) 30 to 50
_____7) More than 50

3. Our library maintains a file of catalogs of books available in all forms for the blind(answer all the following that are appropraite)

_____3) Yes, all forms
_____4) Of talking books
_____5) Of books in braille
_____6) Of books in large print
_____7) No file maintained at all
_____8) Other (specify) _____

9. In reference to question #3, our library makes these catalogs available to the patron in the following forms: (answer all the following that are appropriate)

_____9) Standard print
____10) Talking form
____11) Large print
____12) Not available to the patron
____13) Other (specify) _____
____14) Braille

15. Our library maintains a file of sources of current information describing the library services available the blind or visually handicapped from state and national library agencies.

_____1) Yes
_____2) No
_____3) Other (specify) _____

16. Our library maintains a register of local individuals and organizations available for services as transcribers, personal readers, etc. to help meet the needs of the handicapped reader.

_____1) Yes
_____2) No
_____3) Other (specify) _____

17. Our library has _____ qualified staff members whose duty consists of, or include, primary responsibility for assisting the handicapped reader in locating information and materials; and for providing guidance in their use.

_____1) None
_____2) One
_____3) Two
_____4) More than two
_____5) None, but have consultant assistance available

18. Our library provides the following reference materials in braille:

____18) One encyclopedia
____19) More than one encyclopedia
____20) One dictionary
____21) More than one dictionary
____22) One atlas
____23) More than one atlas
____24) No reference material in braille
____25) Other (specify) _____

26. Our library provides reference materials in other media forms such as large print etc. in the following areas:

____26) Encyclopedias
____27) Dictionaries
____28) Atlases
____29) None
____30) Other (specify) _____

31. Our library provides optical aids for access to printed materials by the visually handicapped.

_____1) Yes
_____2) No

32. Our library maintains a browsing collection on loan from the state or regional library for the blind, of at least five titles for each visually handicapped reader.

_____1) Yes
_____2) No

33. Our library includes blind and visually handicapped persons in library group activities such as lectures and discussion groups.

_____1) Never
_____2) Occasionally
_____3) Moderately
_____4) Frequently
_____5) Very frequently

34. In reference to #33, our library has scheduled activities on the following basis:

_____1) Daily
_____2) Weekly
_____3) Monthly
_____4) Do not have scheduled activities at all
_____5) Other (specify) _____

35. Our library provides study area for the blind or visually handicapped reader who wish to make use the library's print collection with the help of personal readers.

_____1) Yes
_____2) No
_____3) Other (specify) _____

36. Our library provides shelving adjacent to the study area for any special library materials for the blind or visually handicapped reader.

_____1) Yes
_____2) No
_____3) Comments _____
_____

37. Our library provides magnetic tape equiptment for recording of information from the print collection by staff/or volunteers.

_____1) Yes
_____2) No
_____3) Other (specify) _____

38. Our library provides a safe, single-level access to the building by the blind or visually handicapped patron.

_____1) Yes
_____2) No
_____3) Other (specify) _____

39. Our library provides _____ listening rooms that are available to the blind or visually handicapped patron.

_____1) None
_____2) One
_____3) Two
_____4) More than two
_____5) Other (specify) _____

40. Our library provides spaces for exhibits for the blind patron.

_____1) Yes
_____2) No
_____3) Other (specify) _____

41. Our library has some means for binding braille materials.

_____1) Yes
_____2) No
_____3) Other (specify) _____

42. If your library has, either on the premises or readily accessible, any of the following equiptment, please indicate by placing the number of pieces of such equiptment in the blanks provided.

____42) Standard typewriter/s for use by the blind patron
____43) Large print typewriter/s
____44) Braille writer/s
____45) Tape recorder/s for use by the blind patron
____46) Device/s for duplicating materials recorded on magnetic tape
____47) Braille duplicator/s
____48) Other (specify) _____

49. Please express your opinion whether the academic library can or should offer the blind patron specialized services.

APPENDIX B

SURVEY #2

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461 East 100 North
Provo, Utah 84601
June 20, 1974

Dear Student:

I am a graduate in the Library and Informational Science Department at BYU. I have been trying to reach you at your school address, in order to ask your help in providing data for my Master's project: "The Role of the Academic Library in Serving the Visually Handicapped Student." Please fill out the enclosed questionnaire and return it to me as soon as possible.

Some of the services listed for evaluation in question nine are not offered at BYU. If such is the case and you fill the service is not needful at BYU library, evaluate it as "adequate." Thank you.

Sincerely yours,

Derral Parkin

Derral Parkin

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Questionnaire:
The Blind at the BYU Library

1. Sex M__ F__
Married__ Single__
Year in school 1 2 3 4 5 6 7
Major _____

2. Do you read braille? Yes__ No__

3. Are you able to read large-print? Yes__ No__

4. How often do you use the BYU library_____

5. What facilities do you use?

Study areas___
Listn rms ____
recorders_____
Brail Typ_____
Per readr_____
Other _____

5. How often do you request material from the State Library?
_____

6. What material? Fiction__Nonfiction__Textbooks__Periodicles__
Other_____

7. In what form? Braille__ Cassette__ Record__ Reel to reel___
Other_____

8. Do you have any suggestions that the State Library might consider that would improve its services to the visually handcapped patron Yes___ No__ If yes what_____
_____

9. Please evaluate the following services at the BYU Library:
1 Exellent 2 Good 3 Adequate 4 Not adequate 5 poor 6 very poor

1 2 3 4 5 6 Catalogs of books and material for the vis hancped
1 2 3 4 5 6 Ref material (what would you like_____)
1 2 3 4 5 6 Browsing collection (what form _____)
1 2 3 4 5 6 Scheduling of activities (what act_____)
1 2 3 4 5 6 Listening rooms (how many more?_____)
1 2 3 4 5 6 Physical layout of the building _____)
1 2 3 4 5 6 Other _____)
1 2 3 4 5 6 Other_____)

10. Which, if any, of the services that are offerred by the State Library would you suggest be duplicated at the BYU Library.
_____

11. What, if any, additional services would you suggest BYU Library offer _____

12. Additional comments _____

_____

_____

APPENDIX C

LIST OF UNIVERSITY LIBRARIES SURVEYED

APPENDIX C

LIST OF UNIVERSITY LIBRARIES SURVEYED

ARRANGED BY STATE

Arizona

Arizona State University, Hayden Library, Tempe
Arizona Western College Library, Yuma
Central Arizona college, Instructional Materials Center, Coolidge
Grand Canyon College, Fleming Library, Phoenix
Northern Arizona University Library, Flagstaff
Prescott College Library, Prescott
University of Arizona Library, Tucson
Yavapai College Library. Prescott

Colorado

Adams State College, Learning Resources Center, Alamosa
College of the Rockies Library, Denver
Colorado College, Charles Leaming Tutt Library, Colorado Springs
Colorado State University, William E. Morgan Library, Fort Collins
Fort Lewis College Library, Durango
Loretto Heights College, Stanton Library, Denver
Metropolitan State College Library, Denver
Regis College, Dayton Memorial Library, Denver
Rockmount College Library, Denver
Southern Colorado State College Library, Pueblo
St. Thomas Seminary Library, Denver
Temple Buell College, Porter Library, Denver
University of Colorado, Colorado Springs Center Library, Denver
University of Colorado, Denver Center Bromley Library, Denver
University of Colorado, Norlin Library, Boulder
University of Denver, Mary Reed Library, Denver
University of Northern Colorado Library, Greeley
U.S. International University, Lucile Bogue Library, Steamboat Springs
Western State College, Leslie J. Savage Library, Gunnison

Idaho

Boise State College Library, Boise
College of Idaho, Terteling Library, Caldwell
Idaho State University Library, Pocatello
Lewis-Clark State College Library, Lewiston
Northwest Nazarene College, John E. Riley Library, Nampa
University of Idaho Library, Moscow

Montana

Carroll College Library, Helena
College of Great Falls Library, Greatfalls
Eastern Montana College Library, Billings
Montana State University Library, Bozeman
Northern Montana College Library, Havre
University of Montana Library, Missoula
Western Montana College, Lucy Carson Library, Dillon

Nevada

University of Nevada, James R. Dickingson Library, Las Vegas
University of Nevada, Noble H. Getchell Library, Reno

New Mexico

College of Santa Fe Library, Santa Fe
College of the Southwest, Scarborough Library, Hobbs
Eastern New Mexico University Library, Portales
New Mexico Highlands University Library, Las Vegas
New Mexico Institute of Mining and Technology, Martin Speare Memorial Library, Socorro
New Mexico State University Library, Las Cruces
St. John's College in Santa Fe Library, Santa Fe
University of Albuquerque, St. Joseph's Library, Albuquerque
University of New Mexico, Zimmerman Library, Albuquerque

Utah

Brigham Young University, Harold B. Lee Library, Provo
Southern Utah State College Library, Cedar City
University of Utah, Marriot Library, Salt Lake City
Utah State University, Merrill Library, Logan
Weber State College Library, Ogden
Westminster College, Nightingale Library, Salt Lake City

Wyoming

Eastern Wyoming College Library, Torrington
University of Wyoming, William R. Coe Library, Laramie

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